

ANDERSON COLLEGE

BULLETIN

Vol. 1.

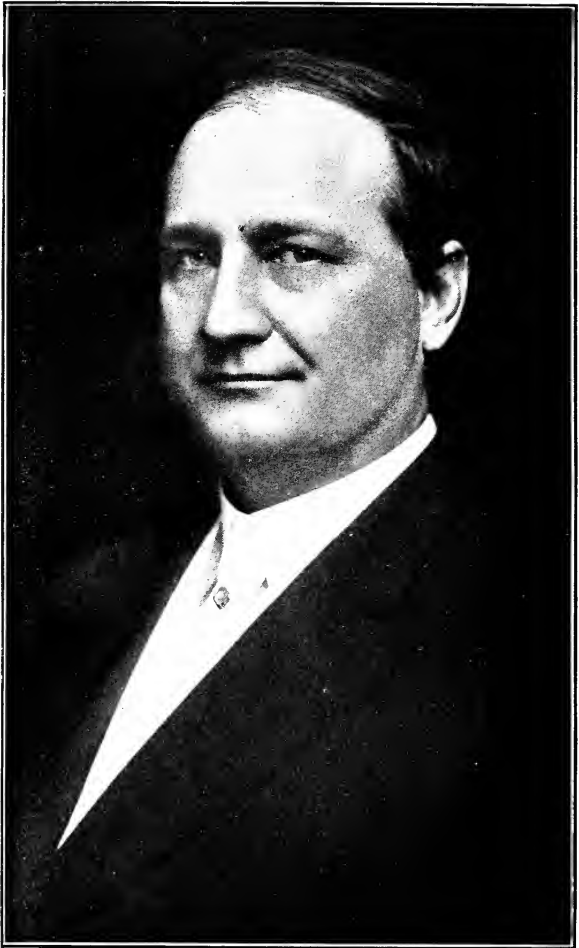
Number 1

The Catalogue

1916-1917

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JOHN ELLINGTON WHITE, A.B., D.D.,
President

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Issued quarterly.

Vol. 1.

Number 1.

Anderson College

BULLETIN

ANDERSON, S. C.

This number contains the annual catalogue
and announcements for the session

1916-17

JUNE, 1916
PUBLISHED BY ANDERSON COLLEGE
ANDERSON, S. C.

CALENDAR 1916

JANUARY

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1917

JANUARY

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Calendar 1916-1917

- September 11, Arrival Day for Teachers.
- September 12, Arrival Day for Students. Residence opens
8:00 a. m. Classification Committee meets at
10:00 a. m.
- September 13, Registration of Students—Examination of New
Students.
- September 14, The Work of the Fifth Session Begins at 8:30.
- September 15, Application for Degrees and Diplomas for 1917
must be submitted to the Dean.
- November 30, Thanksgiving Day—Holiday.
- December 20, Christmas Vacation Begins at 1:00 o'clock.
- January 2, Christmas Vacation Ends at 8:30 a. m.
- January 16, First Semester Examinations Begin.
- January 18, Second Semester Begins—Registration of New
Students.
- May 18, Second Semester Examinations Begin.
- May 22, Students submit to Dean Their Schedule of
Work for 1917-1918.
- May 25-28, Commencement.

Board of Trustees

H. H. WATKINS.....*President*
P. E. CLINKSCALES.....*Secretary*

TERM EXPIRES

G. L. KNIGHT, Graniteville.....1916
M. M. MATTISON, Anderson.....1916
W. A. WATSON, Anderson.....1916

J. J. FRETWELL, Anderson.....1917
W. E. THAYER, Sumter.....1917
A. F. McKISSICK, Greenwood.....1917

C. C. BROWN, Beaufort.....1918
R. S. LIGON, Anderson.....1918
R. A. COOPER, Laurens.....1918

L. J. BRISTOW, Columbia.....1919
P. E. CLINKSCALES, Anderson.....1919
C. C. COLEMAN, Charleston.....1919

J. N. BROWN, Anderson.....1920
T. V. McCAUL, Clemson College.....1920
H. H. WATKINS, Anderson.....1920

Executive Committee

| | |
|------------------------------|-------------------------------------|
| R. S. LIGON, <i>Chairman</i> | P. E. CLINKSCALES, <i>Secretary</i> |
| M. M. MATTISON | W. A. WATSON |
| H. H. WATKINS | JOHN E. WHITE, <i>ex officio</i> |

Officers of the Alumnae Association

MARGARET CLINKSCALES*President*
LUCILE BURRISS*Secretary*

Officers of Administration

Faculty for 1916-1917

| | |
|--|----------------------------------|
| JOHN ELLINGTON WHITE, A. B., D. D..... | President |
| Z. J. EDGE..... | Secretary and Treasurer |
| JOHN T. MILLER..... | Dean |
| EMMA B. SCEARCE..... | Lady Principal |
| A. HOSKEN STRICK..... | Director of Music |
| MARY E. GOODE..... | Director of School of Expression |
| CHRISTINE POPE JAMESON..... | Director of School of Art |
| PAUL W. GIBSON..... | Bursar |
| MRS. J. T. MILLER..... | Librarian |
| MARY E. GOODE..... | Director of Athletics |
| MRS. PAUL W. GIBSON..... | Matron |
| MRS. P. T. STANFORD..... | Housekeeper |

Officers of Instruction

JOHN ELLINGTON WHITE, A. B., D. D.,

PRESIDENT.

Biblical Literature and Lecturer.

JOHN T. MILLER, A. B., 189-15

Mercer University, Graduate Student of University of Chicago.

Classical Languages and Psychology.

MRS. EMMA B. SCEARCE, A. M., 189-16

Georgetown College, University of Alabama, Ten years Lady

Principal of Searce's School, Four years head of

English Department Central College.

English.

RUBY HIGHTOWER, A. B., A. M., 189-17

Shorter College, Cox College, University of Chicago, Moody

Bible School, University of London.

Mathematics.

J. C. C. DUNFORD, M. A.,

Wake Forest College; Former President Roanoke Female

College, Virginia; Clinton College, Kentucky.

Physics and Chemistry and Biology.

LOIS CODY, B. S., M. A., 189-18

Randolf-Macon, University of Tennessee, Teachers College,

Columbia University.

History and Political Economy.

MARY SEYMOUR ABBOTT, B. S., M. A., 189-19

Ottawa University, Columbia University, N. Y., Berlitz School

of Language, N. Y.

Modern Languages.

OLGA V. PRUITT, M. D., COLLEGE PHYSICIAN.

Maryland Medical College, Graduate Work in Johns Hopkins

University.

Physiology and Hygiene.

Officers of Instruction

WEBB von HASSELN,
Pupil of William Doenges, New York.
German.

*

English Literature.

DR. J. E. WHITE,
DR. J. C. C. DUNFORD,
School of Bible and Christian Service.

MARTHA B. MASON,
Simmons College, Boston, Mass., Miss Farmer's School of
Cookery, Columbia University, Teachers Certificate
from the City of Boston.

Home Economics.

MARY E. GOODE,
Physical Culture.

CHRISTINE POPE JAMESON,
Graduate in Art, Ouachita College, Student at Art Students'
League, N. Y.
Art.

MRS. JOHN T. MILLER,
Librarian.

*To be supplied.

Schools of Music, Art and Expression

JOHN ELLINGTON WHITE, A. B., D. D., PRESIDENT.

A. HOSKEN STRICT, *102-10*

Graduate of Trinity College, London, England; Pupil of
Chevalier Georg Liebling (Piano) and Reinecke (Com-
position), Winner open piano competition (Eng-
land); Concertised with Mme. Nordica, Mme.

Betty Brooks (Australian Prima Dona.

Director and Professor of Piano.

*

Professor of Piano, Theory, Harmony, etc.

KAREN ELLINGTON POOLE, A. B., *102-10*

Meredith College School of Music, Pupil of Knittle Treuman,
Carnegie Hall, N. Y., Pupil of Dudley Buck, Aeolian
Hall, N. Y.

Voice.

WEBB von HASSELN,

Pupil of William Donges, N. Y., and Professor Suchy of the
Conservatory of Music, Prague, Australia.

Violin.

HELEN CURTIS LYEN,

Pupil of Dr. A. H. Strict.

Accompanist.

*

Superintendent of Practice.

CHRISTINE POPE JAMESON,

Graduate Ouachita College, Student at Art Students' League,
New York.

Art.

MARY E. GOODE, A. B.,

Powhatan College, Chautauqua School of Expression, N. Y.,
Pupil of Mme Mellerish, California.

Expression.

MRS. JOHN T. MILLER, *104-15*

Librarian.

Standing Committees of the Faculty*

Classification and Admission to Advance Standing—Professors Miller, Cody, Hightower.

Public Lectures and Recitals—Dr. A. Hosken Strick, Misses Poole and Goode.

Accredited Schools—Professors Miller, Abbott, and Cody.

Reception—Mrs. Scearse, Mrs. Miller, and Miss Poole.

Discipline—Professors Miller, Goode, and Hightower.

Health—Dr. Olga V. Pruitt, Mrs. Gibson, Mrs. Scearse, and Miss Cody.

*The President is a member ex-officio of all committees.

Student Organizations

ESTHERIAN LITERARY SOCIETY

CATHERINE SULLIVAN.....President

LANIER LITERARY SOCIETY

IZETTA PRUITT.....President

STUDENT CO-OPERATIVE ASSOCIATION

WILMA ERVIN.....President

MARIE NELSON.....Secretary

YOUNG WOMAN'S AUXILIARY

JANET BOLTPresident

YOUNG WOMAN'S CHRISTIAN ASSOCIATION

WILMA ERVINPresident

SENIOR CLASS

LOU NELL MCGEE.....President

JUNIOR CLASS

BRUCIE OWINGSPresident

SOPHOMORE CLASS

MARIE NELSONPresident

FRESHMAN CLASS

EMILY SULLIVANPresident

ANNUAL STAFF

MARGUERITE HENRYEditor-in-Chief

MAGGIE SHIRLEY.....Business Manager

ATHLETIC ASSOCIATION

MARIE NELSONPresident

DRAMATIC ASSOCIATION

MARIE NELSONPresident

ANDERSON COLLEGE

Announcement

Presenting the announcement for the session of 1916-1917 the Trustees of Anderson College greet its patrons and the public in assurance that the coming session of the College will be the most prosperous of its history. With its President, a faculty of distinction, and a broadened curriculum, and an inspiring "Esprit-de-Corps" the outlook of the College is exceedingly encouraging. The four years of its history have been marked each year by advanced institutional character and by increased efficiency in organization and thoroughness. The coming year has a firm basis in the work that has been done and in the already recognized influence the College has secured in South Carolina. The Trustees have good reasons for the assurance that Anderson College is now entering upon a period of substantial enlargement in equipment and popular favor.

Foundation

Every institution it is said is but the lengthened shadow of a man. It may not readily appear that the Anderson Woman's College is traceable to any powerful personality. The immediate founding of the College only four years

ago was the work of many strong men. The true interpretation of its existence, however, was the persistence in the community of Anderson, of a resolution in the heart of the community to establish just such an institution as Anderson College is. But this resolution of the people of Anderson had its history. That history goes back to a man.

Not far away from where the College now stands is the spot, still well-known, on which was located the Johnson Seminary for Girls. It was Dr. Wm. B. Johnson in his day distinguished in the South and in the nation as a leader of progress who planted the ideal of a woman's college in the heart of Anderson. This great man, preacher and educator, was three times in succession elected President of the Triennial National Convention of Baptists, and a founder and the first president of the Southern Baptist Convention. He shares with Richard Furman the chief place of constructive religious statesmanship in South Carolina during the foundational era of Southern Baptist progress. The old Johnson Seminary went down in the ruins of the Civil War, but its idea passed on to another generation and culminated at length in Anderson College.

In 1910 the agitation for a woman's college, which several times in the past twenty years had manifested itself, became hopeful in the hands of the Anderson Chamber of Commerce. A

leadership was secured in the person of Mr. W. R. Osborne, and others, who pushed the movement rapidly to success. In the winter of that year a committee of prominent citizens of Anderson, not confined to the Baptist denomination, presented to the South Carolina Baptist State Convention in session at Laurens a tender of \$100,000.00 and thirty acres of campus for the establishment of a college for women under the direction and control of South Carolina Baptists. The Convention unanimously accepted the offer and Anderson College with a board of trustees, appointed by the Convention began to live, move, and have its being. Among those who gave themselves unstintedly to the founding, to the construction, and to the first three years of the existence of the College most pre-eminently was the lamented Chas. S. Sullivan, who died suddenly while attending a meeting in Columbia in behalf of Anderson College.

In 1914 the Baptist State Convention in Charleston tendered to Anderson College as one of its institutions an exclusive three years privilege of appealing to the Baptists of South Carolina for endowment. Thus, the Convention has recognized that Anderson College is its youngest, but its honest child, well born, and to be faithfully mothered.

Location

Anderson College is situated on a commanding elevation a mile from the centre and in the midst of the handsomest private residences of the City of Anderson. There are few communities in any Southern State better known for health, refinement, and hospitality, than Anderson, S. C.

It is a city of singular attractiveness to its own citizens and visitors alike. It includes in its immediate community a population of 20,000 people. It is dubbed in public reports as the "Electric City." Its streets are paved with asphalt, and brilliantly lighted.

The County of Anderson impinges in a remarkable way through fine country roads, and a net-work of telephones upon Anderson City, which is the county site. This county ranks at the very front in the South, both in agriculture and manufactures. Probably nowhere else in the world is there to be found a population of 70,000 people more successfully engaged in scientific up-to-date agriculture. A visitor from another section of the country recently characterized Anderson County as an "Agricultural Landscape of terraced hills and meadowed vales, nailed down by the high price of fertile dirt." As a country life center Anderson offers unusual attractions to students for close touch with city advantages without distracting excite-

ments. It affords also in a striking degree the wholesomeness of rural beauty and simplicity.

Climate and Health

Thoughtful fathers and mothers rightly consider the health of their daughters when a college is in question. In this respect Anderson College is unsurpassed. The College stands nearly 900 feet above the sea-level, on the Piedmont Plateau. The mean altitude of Anderson County is 850 feet. To the west the horizon is rimmed by the Blue Ridge Mountains. It is only five hours' drive by automobile to the City of Hendersonville, in the "Land of the Sky." It is not strange that the health record of Anderson is a matter of established record and common comment. The natural drainage is practically perfect. To these unpurchaseable advantages of climate Anderson College directs special attention to the health of the students, through medical supervision, dietetics, and physical exercise. Its staff of physicians is not only professionally but personally devoted to the health of the College. The Trustees have engaged for next year in the Domestic Science Department a graduate of the celebrated Simmons College, Boston, Mass., Miss Martha B. Mason, who comes to us immediately from the position of Chief Dietician of the finest Sanitarium in Atlanta, Ga. A vital part of her

work will be to supervise the selection and variation of foods in the College Dining Room.

Tennis Courts are provided and a modified golf course will be opened during the year within two hundred yards of the College grounds. An additional arrangement safe-guarding the health of Anderson College students is the up-to-date Hospital, in the immediate vicinity of the College. It is arranged that any student of Anderson College in case of emergency, or critical illness, or serious sickness, will be cared for without charge. The President of the Hospital is also Chairman of the Executive Committee of the College.

Ideals

An ideal is a desire and a purpose to achieve it. A real college is a human thing. It has character and moral quality, and this fact measures its power to impress and shape the souls of those who are brought under its pressure. The intrinsic character of a college depends upon its ideals, its desire, its passion, its purpose.

It is proper that we should indicate the lines of purpose and the practical proposals of Anderson College, in order that those who send us their daughters may appreciate the attitude the College assumes towards their education and the moral opportunities the College will seek to impress upon them.

First: The President and the Faculty are committed to the sound and liberal curriculum set forth in the catalogue. The College offers courses of instruction that require on the part of the student honest work, and honest work is always hard work. An examination of the work outlined in the several departments will make clear exactly what Anderson College will require. The student who fulfills these requirements of study sufficient to secure a degree may be expected to take her place and her part in life as an educated woman.

Second: Especial attention is called to "The School of Education." This is a new department of the College. It has not been added in order to indulge a slight attention to Pedagogy, but in order to take hold of a real and practical opportunity. The theoretical aspect of Education will be given proper emphasis. The text books used, however, will be those wrought out in educational experience by practical educators who are in the closest touch with public education. Anderson College proposes to enter as a Christian and denominational college the field of practical popular education in the common schools, graded and high schools of South Carolina. We are in a position to do this, and we have already secured the sympathy and cooperation of certain superintendents and public school authorities in the plan to make our School

of Education at Anderson College a definite factor in the building up of the public school system of the county and State. The heads of this department in Anderson College have been practically trained in public school development. It is a fact to be noted that more than eighty per cent of the public school teachers in South Carolina are women. Anderson College expects to offer a thorough normal course for young women who anticipate teaching in Grammar and Graded Schools. The department also will be in touch with opportunities for such positions.

Third: The school of the Bible and Christian Service is emphasized. The President will give particular attention to this department. Its idea is much more than the perfunctory inclusion of the Bible in the curriculum and more than a cursory reverence for the Bible. It conceives the Bible not as a book of definitions, but a book of life. It is the literature in which the word is made flesh. It is the truth of God wrought in living epistles by living men and women. It will be taught at Anderson College as a book which has no vital existence for any man, except as it exists in him. Its structure, interpretation, and application will be studied from this point of view.

The Department of Christian Service will emphasize practical normal training for Sunday

school work. It will be keyed directly to the movement among Southern Baptists and other denominations for Sunday school teachers in the churches. The text books used will be those supplied by the Sunday School Board of the Southern Baptist Convention, and other special treatments of Sunday school problems. The same academic value will be awarded to completed work in this department now granted to English, Latin, or Greek. An annual Training School under the direction of the expert instructors employed by the Baptist Boards will be held in the spring of each year, at which time the students of this department will complete and confirm their class room work and apply to the Sunday School Board for its recognition. Anderson College conceives it a fair duty to the churches, on which it depends for sympathy and support, to send back their young women trained practically and earnestly for active teaching in their Sunday schools.

This department will also conduct training classes for the preparation of teachers for Mission Study classes in the churches. Text books will be those in use by the Woman's Missionary Societies and Y. W. A. Societies. The conception of this department is an answer to an actual need for women in the churches who know how to organize and conduct Mission Study classes. It is not merely to provide these studies for the

students of the College, but specifically to train young women to organize and conduct such classes after they leave the College. A parliamentary class will also be a feature of this course, for the purpose of training young women in the art of presiding over meetings in the churches and other assemblies intelligently and successfully.

Fourth: Among the ideals of the Anderson Woman's College is the desire and purpose to create an opportunity for young women who need encouragement and assistance in securing an education. There are many thousands of girls in South Carolina who stand at the gate looking toward the future doubtfully, consciously unprepared to meet the issue of life. It appeals to Anderson College that it may contribute something to humanity and the kingdom of God by a positive attitude of helpfulness towards the forgotten women. It has been found in other institutions for women that many of their most talented and earnest students who have become the greatest blessings to the world, have come from this rank. A Christian college may surely fulfill the Christian gospel by lending itself intentionally and avowedly to this cause.

The scheme of state colleges for women is based upon this ideal of needful assistance. The highly endowed institutions for women in the North and West are engaged in this work. The

problem in this respect to be solved by Anderson College is financial. The College will appeal for loan scholarships of \$100.00 each. The immediate appeal is for thirty such scholarships, to be used in partially defraying the expenses of young women who are in position to give their notes for re-payment and who will not be able for the lack of this margin of money to achieve the desire of their hearts. At hand already, and waiting for an answer, are a number of such instances. Again the Trustees of Anderson College greet its patrons and the public with confidence that the great success of the College is assured thro their sympathy and co-operation.

Buildings

In the administration building are offices and parlors on either side of the entrance, while the dining-room and kitchen are just beyond in the rear of the entrance hall. There are ten class rooms, large and well lighted, with five great windows in most of them, the others having six. The library, gymnasium, home economics rooms, art studio and laboratories are in the front of the building on the second and third floors; while to the rear of the building over the dining-room and kitchen are a spacious auditorium and practice rooms.

The two dormitories contain wide corridors

and comfortable rooms. Each room is furnished with two single bedsteads, with the best springs and mattresses, a combination study and library table, book shelves, two large rockers and a straight chair, a dresser, and an art square. A distinctive feature is that the rooms are arranged *en suite*, with a bath, lavatory and toilet for every two rooms. All buildings are heated by steam and lighted by electricity.

On the western extremity of the campus is a president's home, donated by the late Mr. C. S. Sullivan, one of the members of the Board of Trustees.

Government

The College polity, both in its legislative and executive functions, is in the hands of the Co-operative Association of Anderson College. Just as the academic curriculum provides for intellectual training of the student, so this association, comprising students and faculty, affords her the greatest possible opportunity for moral development.

It was in the belief that such a system affords distinct advantages over either student or faculty government that the association was formed. Realizing that moral development can never be the outcome of a merely passive acquiescence to external authority the faculty thought it wise to admit the students into an

intelligent co-operation with them in an earnest effort to foster the highest principles of honor and of self-reliance.

Accordingly, the student is given voice both in the making and the enforcing of college regulations, thus stimulating her interest in, and defining her relation to, the social group of which she is a part. Thus under constant and careful supervision, each student is enabled and encouraged to exercise her individual judgment and will, while at the same time she is carefully shielded from too much responsibility.

GENERAL REGULATIONS FOR ACADEMIC WORK

Credits

Every student entering college must take at least one year's work in the subjects in which she wishes credit toward a degree, otherwise she must be examined on these subjects. As Physiography is not offered in the College full entrance credit of one-half unit is given without examination. Credit in no case will be given on subjects that run throughout the year, unless the entire year's work be completed.

The passing mark is 70 in all departments of study.

Examinations

Two regular examinations will be given during the year. These will be held at the close of each semester. Uniform examination tablets are required in all departments. During these examinations no communication is allowed between students. In addition to these regular examinations, class tests and quizzes will be conducted at such times as the instructor in charge may see proper. These quizzes are never to extend over more than one recitation period of one hour.

Reports

At the end of each semester, to the parent or guardian of each student, is sent a report card showing her class standing, absences from recitation, and other college duties. We desire to keep in close touch with the parent or guardian with reference to the student's progress and welfare in general. Parents are earnestly requested to examine these report cards and co-operate in every possible way with the college in strengthening points of weakness and deficiency.

Conditions and Deficiencies

Students who fail to make the required passing mark in their first examination will be given a second chance. Those failing at the end of the first semester, will be given an opportunity to make this up sometime during the second semester. Those who fail at the close of the second semester will be given a chance to make good this deficiency at the beginning of the following Fall term of school. To seniors failing in their final examinations, a second opportunity will be given immediately following their failure. Those students who fail in two successive examinations will be required to repeat the semester's work in which the failure is made.

Admission Requirements

Students are admitted into the College either (1) by certificate, or (2) by examination.

An applicant for unconditioned entrance to the Freshman class must offer the equivalent of a three years' course in accredited high school work. The College will accept certificates from the approved high schools and academies of South Carolina, or from high schools in other states accredited by the Southern Association of Colleges and Universities. Those desiring to enter by certificate should secure a blank certificate from the president to be filled out and signed by the principal of the school from which she is entering. This certificate furnishes the basis of classification, and should give in detail the amount of work done. If at the end of the first quarter, the student admitted on certificate is found deficient on the subjects covered by the certificate, she may be conditioned by the instructor in charge, and be required to take work in the class appropriate to her standing. No student will be allowed to enter the Freshman class, except on examination, without this certificate properly filled out.

Provision will be made at the beginning of the first semester for those wishing to enter by examination.

Entrance Requirements for the A. B. Degree

For full admission to the Freshman class every candidate must offer 12 units of work. A unit represents five forty-five minute recitations a week throughout a scholastic year. The course in outline follows:

| | | |
|------------------|----|-----------|
| English..... | 3 | Units |
| Mathematics..... | 2 | 1-2 Units |
| Latin..... | 3 | Units |
| History..... | 2 | Units |
| Electives..... | 1 | 1-2 Units |
| <hr/> | | |
| Total..... | 12 | Units |

The elective units may be chosen from the following subjects:

| | | |
|--|-----|------|
| English..... | 1 | Unit |
| Latin..... | 1 | Unit |
| History..... | 1 | Unit |
| French or German..... | 1 | Unit |
| Physics, Chemistry, or Bi- ology..... | 1 | Unit |
| Physiology, or Physiogra- phy..... | 1-2 | Unit |
| Solid Geometry..... | 1-2 | Unit |
| Advanced Algebra..... | 1-2 | Unit |
| Home Economics..... | 1-2 | Unit |

Conditioned Students

A freshman may be conditioned to the extent of two units. These deficiencies must be met sometime during the first two years of study.

Irregular or Special Students

Those students wishing to pursue a course of study in any of the special departments will be admitted into the College as irregular or special students. They are required to take not less than 15 hours of recitation work or the equivalent. Three hours of practice in the department of music is equivalent to one hour in academic work. The work in these departments must include those subjects prescribed by the department in which the student is specializing. The above requirement applies to those who are boarding in the dormitories. Day students are permitted to deviate from the above regulation with the parent's consent.

Classification

All new pupils must appear before the classification committee for the purpose of consultation with reference to the work done previous to their coming to the College. After a course has been decided upon between student and committee, no changes will be allowed unless the health of the student be involved.

All students are requested to examine carefully the different courses of study outlined, and the schedule of hours in order to facilitate registration.

Advanced Standing

Students applying for advanced standing should read carefully "General Regulations for Academic Work." Students are urged not to apply for entrance beyond the Freshman class. Frequently it happens that students attempt work for which they are not prepared, and thus become discouraged and lose interest and finally drop out of college.

SCHEDULE OF RECITATIONS 1916-'17

| HOURS | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY | SATURDAY |
|----------------------|--|--|---|---|---|
| 8:30 to 9:30 | Mathematics 1 Psychology 1 French 2 History 3 | Mathematics 1 Psychology 1 French 2 History 3 | Bible 1 Economics 1 Physics 2 Latin 3 | Mathematics 1 Psychology 1 French 2 History 3 | Mathematics 1 Physics 2 Latin 3 English 4 |
| 9:30 to 10:30 | English 1 Mathematics 2 Latin 3 | Bible 1 Economics 1 Physics 2 Theory of Foods | English 1 Mathematics 2 German 3 History 4 | English 2 Biology 1 German 3 History 4 | English 1 Mathematics 2 German 3 History 4 |
| 10:30 to 11:30 | English 2 Biology 1 French 3 Latin 4 | Latin 1 German 2 Mathematics 3 English 4 Cookery b | Latin 1 German 2 Mathematics 3 English 4 | Latin 1 German 2 Mathematics 3 Cookery a | English 2 Biology 1 French 3 Latin 4 |
| 11:30 to 12:30 | Latin 2 History 0 English 3 Sewing | Chemistry 1 History 0 French 3 Cookery b | Latin 2 German 0 English 3 Mathematics 4 | Chemistry 1 History 0 English 3 Mathematics 4 Cookery a | Latin 2 German 0 Mathematics 4 Sewing |
| 12:30 to 1:00 | CHAPEL | | | | |
| 1:00 to 2:00 | LUNCHEON | | | | |
| 2:00 to 3:00 | History 2 French 0 Education 1 | History 2 French 0 Bible 2 | History 2 French 0 Bible 2 | German 0 Chemistry 2 Education 1 | Chemistry 1 Education 1 |
| 3:00 to 4:00 | Chemistry 2 Education 2 | Physics 1 Laboratory | Physics 1 Education 2 Home Maker's Course | Physics 1 Laboratory | Chemistry 2 Education 2 |

DESCRIPTION OF ENTRANCE REQUIREMENTS

LATIN—Three Units

Believing as we do that the first year is the most critical period in the study of Latin, we insist upon a thorough knowledge of the elementary principles, the mastery of declensions, conjugations, and the simplest rules of syntax. From the beginning pupils should be taught to render the Latin sentence into the English idiom, paying due attention to the rules of syntax. Bennett's *First Year Latin* is recommended. (One unit.)

Four books of *Caesar's Gallic War*, together with a careful study of the author's style. Special attention should be given to the study of the principles of Syntax, Indirect Discourse, Conditional Sentences, the various kinds of clauses, and the different case relations. Prose composition continued, once a week, throughout the year. Grammar recommended: Allen and Greenough's, or Harkness' *Complete*. (One unit.)

Six Orationes of Cicero should be read, four against Catiline, and *Pro Marcello et Pro Archia*. Quality, however, counts far more than quantity. Prose composition and the study of grammar continued. (One unit.)

HISTORY—Two Units

All candidates for credit in History should do considerable work as parallel in addition to the regular text studied. Outline maps of each period should be used. Loose leaf note books should be kept. These may be made very beneficial and may serve to make the work interesting in a number of ways. Notes in outline, map drawing, written reports on subjects assigned from time to time by the instructor, are further recommended. The following is the course:

American History and Civil Government. Any good high school text. (One unit.)

English History—Cheney's *Short History of England* recommended. (One unit.)

Ancient History—Special attention should be given to Greek and Roman History. This course also includes a study of the ancient nations and the events of the Early Middle Ages. (One unit.)

ENGLISH—Three Units

Grammar and Composition

The work in English includes Grammar, Rhetoric, Composition, and Literature. The aim is two-fold: First, a thorough and practical knowledge of the principles of English Grammar, and the ability to express ideas clearly. The course in composition has as an end the ability of the student to speak and write simple, natural prose with reasonable clearness, correctness, and force. This ability, like every other acquired ability, must be gained through repeated practice. Exercises in composition, therefore, should be continued throughout the entire English course. Exercises in oral composition should not be lost sight of as valuable in themselves, and as an aid to clear expression and good writing.

Rhetoric should be taught as good advice to students about speaking and writing. The instruction should include a clear presentation of the principles of Unity, Coherence, Emphasis, and Good Diction. (Grammar, one-half unit; Rhetoric and Composition, one and half units.)

Literature

The second object is sought in an acquaintance with the masterpieces of Literature. The principal aim in the study of Literature should be the creation of interest and enjoyment, leading to a love of and a desire for good reading. Literature, therefore, should be presented to the student truthfully as written for the pleasure of the reader, and not falsely as a difficult task to be performed. As an aid to literary appreciation, the student is further advised to acquaint

herself with the most important facts in the lives of the authors whose work she reads, and with their place in Literary History. (One unit.)

For Reading

Group 1. The Drama. (Select two.) *As You Like It*, *Twelfth Night*, *Midsummer Night's Dream*, *Romeo and Juliet*.

Group 2. Prose Fiction. (Select two.) Bunyan's *Pilgrim's Progress*; Swift's *Gulliver's Travels*; Defoe's *Robinson Crusoe*; Goldsmith's *Vicar of Wakefield*; Any novel of the following authors: Scott, Thackeray, Dickens, Cooper, George Eliot; Poe's *Selected Tales*; Hughes' *Tom Brown's School Days*; Hawthorn's *House of the Seven Gables*, or *Twice-Told Tales*, or *Mosses From an Old Manse*; Stevenson's *Treasure Island*.

Group 3. Essays and Biography. (Select two.) Addison and Steele's *The Sir Roger De Coverly Papers*; Franklin's *Autobiography*; Irving's *Sketch Book*; Any one of Macaulay's *Essays*; Ruskin's *Sesame and Lillies*; Dana's *Two Years Before the Mast*; Parkman's *Oregon Trail*; Lincoln's *Gettysburg Speech*; Lowell's *Selected Essays*; Holmes' *Autocrat of the Breakfast Table*; Stevenson's *Treasure Island*, and *Travels With a Donkey*; Carlyle's *Essay on Burns*; Southey's *Life of Nelson*.

Group 4. Poetry. (Select two.) Selections from Wordsworth, Keats, and Shelley; Goldsmith's *The Traveller* and *The Deserted Village*; Pope's *The Rape of the Lock*; Coleridge's *The Ancient Mariner*; Byron's *Childe Harold* and *The Prisoner of Chillon*; Scott's *The Lady of the Lake*; Macaulay's *The Lays of Ancient Rome*; Tennyson's *The Princess*, or *Gareth and Lynette*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought Back the Good News From Ghent*; Arnold's *Sohrab and Rustum*; Selections from American Poets with special emphasis given to Poe, Lowell, Longfellow, Whittier, and the representative Southern poets.

For Careful Study

Group 1. The Drama. (Select one.) *Julius Caesar*, *Macbeth*, *Merchant of Venice*.

Group 2. Essays. (Select one.) Carlyle's *Essay on Burns*; Macaulay's *Life of Johnson*; Emerson's *Essay on Manners*, or *The American Scholar*; Selections from Lamb's *Essays of Elia*.

Group 3. Oratory. (Select one.) Burk's *Speech on Conciliation with the American Colonies*; Washington's *Farewell Address*, and Webster's *First Bunker Hill Oration*; Macaulay's *Speech on Copyright*.

Group 4. Poetry. (Select two.) Milton's *L'Allegro* and *Il Penseroso*, and either *Comus* or *Lycidas*; Lowell's *Vision of Sir Launfal*; Selections from Wordsworth, Keats, and Shelley; Holmes' *Chambered Nautilus*; Poe's *Raven* and *Bells*.

These lists are not exhaustive, but include some of the texts that may be offered and give some idea of the character and the scope of the work that should be done for college entrance.

MATHEMATICS—Two and 1-2 Units**Algebra**

It is desired that the student have manipulative skill in the fundamental processes and in the solution of linear and quadratic equations. Special emphasis should be placed on problem strategy, numerical substitutions, graphs, and all subjects that lead to the idea of functionality. Wentworth-Smith's *Algebra*, book one and two, or texts of equal difficulty should be completed. (One and half units.)

Plane Geometry

Suggestions of the Committee of Fifteen should be followed. Many exercises that require original thinking should be given in theorems, in problems in construction, and in numerical applications. It is suggested that the course be enriched by the use of laboratory methods, and by applied problems in simple architectural designs, surveying and measure-

ments of heights and distances. With the study of similar triangles, the trigonometric functions should be introduced. Throughout the course, emphasis should be placed on training the ability to grasp abstracts ideas, and in pure logic. (One unit.)

Text: Wentworth-Smith, or Ford and Ammerman.

Description of Elective Subjects for Entrance

SCIENCE

Physics

One year should be given to this course, including the elementary principles of heat, light, sound, etc. Practically one-third of the time should be spent in the laboratory, the results of which should be recorded in note books. (With laboratory work, one unit; without, one-half unit.)

Chemistry

This course should include the general laws and the theories of Chemistry and should make the student familiar with the properties of the common elements and their compounds. The student must submit her note book for credit in this work. (The same conditions for credit as Physics.)

Physiography

This is a one year's course of study, and includes a careful survey of the land forms and the physiographic conditions of the earth's composition. This course should be supplemented with as much outside material as possible. (This course required for entrance. One-half unit.)

Physiology and Hygiene

The student should be familiar with the structure of the human mechanism, circulation, digestion, respiration, and the nervous system. (This course required for entrance. One-half unit.)

MODERN LANGUAGES

French

This preparation requires at least one-year's work, including the elementary principles, pronunciation, and the reading of short simple passages in French. (One unit.)

German

Those offering German must be prepared on Harris' *Lessons in German*, or Bacon's *Beginner's German*, or equivalent texts. This requires one year's work. (One unit.)

Course of Study for the A. B. Degree

Freshman Year

| | | |
|---------------------------------------|---|-------|
| English 1 | 3 | Hours |
| Mathematics 1 | 3 | " |
| Latin 1 | 2 | " |
| Physics, Chemistry, or Biology 1..... | 2 | " |
| Bible 1 | 2 | " |
| History 1 | 3 | " |

Total.....15 Hours

Elective: History 0; French 0; and German 0. Three hours each.

Sophomore Year

| | | |
|--|---|-------|
| English 2 | 3 | Hours |
| History 2 | 3 | " |
| German 2, or French 2..... | 3 | " |
| Latin 2 | 3 | " |
| Mathematics 2; Physics, 1 or 2; Chemistry 1 or 2.... | 3 | " |

Total.....15 Hours

Junior Year

| | | |
|-----------------------------------|----|-------|
| French 2 or 3; German 2 or 3..... | 3 | Hours |
| Psychology 1 | 1½ | " |

| | | |
|-----------------|----|-------|
| Ethics 1 | 1½ | " |
| Electives | 9 | " |
| <hr/> | | |
| Total..... | 15 | Hours |

The elective units for the Junior Year may be chosen from the following subjects:

| | | |
|-------------------------|---|-------|
| Latin 3 | 2 | Hours |
| Mathematics 2 or 3..... | 3 | " |
| English 3 | 3 | " |
| History 3 | 3 | " |
| Physics 1 or 2..... | 3 | " |
| Chemistry 1 or 2..... | 3 | " |
| Education 1 and 2..... | 3 | " |
| Economics 1 | 3 | " |
| Sociology 1 | 3 | " |
| French 1, 2 or 3..... | 3 | " |
| German 1, 2 or 3..... | 3 | " |
| Bible 2 | 2 | " |
| Home Economics | 4 | " |

Senior Year

| | | |
|---------------|----|-------|
| Elective..... | 15 | Hours |
|---------------|----|-------|

The electives for the Senior Year are the Junior electives not already taken and the following in addition:

| | | |
|---------------------|---|-------|
| Latin 4 | 2 | Hours |
| History 4 | 3 | " |
| Mathematics 4 | 2 | " |
| English 4 | 3 | " |
| Greek 1-3 | 3 | " |

Graduation Requirements

To be entitled to a degree or diploma, the student must, in every respect, prove herself worthy. A degree is an evidence of character, and should be regarded as such.

The course of study outlined and required in the department from which she wishes to be graduated must be completed in a satisfactory manner.

Each student is required to take 15 hours of recitation work, or the equivalent, and is not permitted to take more than 18 hours per week. By special permission, based upon good reasons this rule may be disregarded. Seniors are not required to take more than the requisite number of hours for their degree.

To be an applicant for the A. B. degree, the student must complete 36 hours of prescribed work, and in addition to this, 24 hours chosen from the elective subjects. The student is not allowed to elect work from more than five departments. In case work is chosen from the Department of Home Economics, this will be counted as one elective department.

Upon the satisfactory completion of 60 hours of work under the above prescribed conditions, the student will be recommended as an applicant for the Degree of Bachelor of Arts.

DESCRIPTION OF COURSES OF INSTRUCTION

Latin Language and Literature

DEAN MILLER

Freshman Year

First Semester

COURSE 1 (a).—Virgil (Knapp).

The first two books of the *Aeneid*. A careful study of Dactylic Hexameter Verse; principles of syntax; poetic constructions. Prose Composition and the study of *Classic Myths* (Gayley).

Second Semester

COURSE 1 (b).

Continuation of course 1 (a), including the Third and Fourth books of the *Aeneid*; a careful study of Latin Grammar in connection with the text read.

Sophomore Year

First Semester

COURSE 2 (a).—Livy (Greenough and Peck).

Selections from Books XXI, XXII; a study of contemporary history; special drill in constructions, and peculiar expressions used by the author; prose composition and the study of Grammar continued.

Second Semester

COURSE 2 (b).—Cicero's *De Amicitia* (Bowen).

Cicero's views of friendship compared with those of modern writers; Bacon's and Emerson's *Essays on Friendship* are read and reported on as parallel; practical lessons drawn from the author's Philosophy of life; prose composition and the study of Grammar continued.

Junior Year

First Semester

COURSE 3 (a).—Cicero's *De Senectute* (Moore).

A continuation of the study of Cicero's Philosophy compared with modern writers; sight translation; written themes and reports required by instructor; a study of syntax continued.

Second Semester

COURSE 3 (b).—Horace (Bennett).

Selections taken from the *Odes* and *Epodes*; *Ars Poetica*; the life and personality of the poet; the Philosopher and Literary critic; Classic Myths; metres and literary style.

Senior Year

First Semester

COURSE 4 (a).—*The Captivi of Plautus* (Elmer).

The life of Plautus; the origin and development of the Latin Drama; study of dramatic metres.

Second Semester

COURSE 4 (b).—*Private Life of the Romans* (Johnson).

The Roman family; education; amusement; customs; occupation; religious life, etc. Parallel reading and written reports.

COURSE 5.—Prose Composition.

Open to Juniors and Seniors who are planning to teach Latin. Those interested should confer with the instructor in regard to this course.

Greek

DEAN MILLER

(This course is elective and extends over a period of three years beginning with the first year's course.)

Freshman Year

First Semester

COURSE 1 (a).—*First Greek Book* (White).

Special attention will be placed upon the forms of declension, conjugation, and elementary syntax.

Second Semester

COURSE 1 (b).

Continuation of course 1 (a) with a review of the conjugations and declensions.

Sophomore Year

First Semester

COURSE 2 (a).—Xenophon's *Anabasis*.

Books 1, 2; prose composition; study of Grammar in connection with the text read. Grammar (Goodwin).

Second Semester

COURSE 2 (b).

Continuation of course 2 (a), including Books 3 and 4; prose composition continued; special attention given to the principles of syntax and the acquisition of vocabulary.

Junior Year

First Semester

COURSE 3 (a).—Herodotus.

Principles of syntax and prose composition; study of contemporary history.

Second Semester

COURSE 3 (b).—Homer's *Iliad*.

Selections taken from different parts; parallel reading and written reports on topics assigned from time to time.

English

MRS. EMMA B. SCEARCE

Freshman Year**First Semester****COURSE 1 (a).—Composition and Rhetoric.**

Detail study of construction and practice in composition. This course contemplates continual practice in writing, illustrating the different kinds of composition, Narration, Description, Exposition, and Argumentation. The fundamental principles of rhetorical analysis are made prominent. Themes on subjects given by the instructor will be required from time to time.

Second Semester**COURSE 1 (b).—American Literature.**

Special emphasis on the part contributed by the South. The masterpieces of representative authors will be studied with reference to their literary elements and place in literary history. The historical development of the different periods will be studied, composition and written reports continued throughout the year.

Sophomore Year**First Semester****COURSE 2 (a).—Advanced Composition and Rhetoric.**

This course is especially designed for those who have already acquired considerable knowledge of the working principles of rhetoric, and presupposes an intimate knowledge of the principles underlying good diction.

Second Semester**COURSE 2 (b).—English Literature.**

This course includes a study of the early beginning and history of the language; the rise and development of the English Drama; selections for class study taken from representative authors. This course gives a detailed knowledge and survey of the different periods through the age of Browning. Theses required of pupils on subjects relative to topics studied.

Junior Year

First Semester

COURSE 3 (a).—The English Drama.

Selected plays from the time of Shakespeare to the present time; these will be carefully studied in the class and compared with the ancient Greek and Roman Drama; papers will be required on the various phases of dramatic art. This course will be supplemented by other subject matter as the class may be considered ready to receive.

Second Semester

COURSE 3 (b).—Prose Fiction.

The history, development, and structure of the Short Story; stories selected from the recognized masters in the art of Short Story writing; the development of the English Novel as illustrated in the works of Eliot, Thackeray, Dickens, Hawthorne, and others.

Senior Year

First Semester

COURSE 4 (a).—English Poetry of the Nineteenth Century.

Careful study of Wordsworth and Coleridge; Shelley and Keats; selection taken from Burns, Byron, Scott, Arnold, Rossetti, Swinburne. This course will be supplemented by the instructor.

Second Semester

COURSE 4 (b).

A continuation of course 4 (a), special study will be given to the study of Browning and Tennyson; their philosophies of life carefully studied; Elements of Literary Criticism will receive attention during the Senior year.

Text book: Johnson or text of equal difficulty.

Mathematics

MISS RUBY HIGHTOWER

Freshman Year

First Semester

COURSE 1 (a).—Solid Geometry.

Lines and planes in space, polyhedrons, cylinders, cones and Spherical Geometry. Numerical problems, and space concepts will be emphasized.

Second Semester

COURSE 1 (b).—Plane and Spherical Trigonometry.

This course will include goniometry, and applied problems in right and oblique triangles. In addition, chapters frequently omitted on the application of Trigonometry to Algebra and Astronomy will be included.

Sophomore Year

First Semester

COURSE 2 (a).—College Algebra.

Theory of quadratic equations, the progressions, series, permutations, computations, determinants, and theory of equations.

Second Semester

COURSE 2 (b).—Plane Analytics.

The straight line, the circle, parabola, ellipse, hyperbola, general equation of the second degree, transformation of co-ordinates, and higher plane curves.

Junior Year

First Semester

COURSE 3 (a).

This course is a continuation of 2 (b). It includes the study of the point, line, plane, and surfaces of revolution.

COURSE 3 (b).—Differential Calculus.

Continuity, limits, differentiation, series, expansion of functions, and applications of differentiation to maxima and minima.

Second Semester**COURSE 3 (c).—Integral Calculus.**

Integration of standard forms, and applications of integrals to areas, lengths, curves, volumes and to problems in Physics.

Senior Year**First Semester****COURSE 4 (a).—Theory of Equations.**

A more extended treatment than 2 (a).

COURSE 4 (b).—History of Mathematics.

A study of the intellectual conquests embodied in mathematical literature. This course intends to give a comprehensive view of a great intellectual movement.

Second Semester**COURSE 4 (c).—Teachers' Course.**

A consideration of the problems in the teaching of secondary mathematics. Those who have in mind to teach mathematics will do well to confer with the instructor in regard to this course.

The Sciences

PROF. DUNFORD

Biology**First Semester****COURSE 1 (a).—General Biology.**

This course includes lectures, recitations, laboratory and field work. The aim of this course is to give some knowledge of the functions of living organisms; movement, nutrition, respiration, and reproduction; the interrelations of plants and animals, and their common

interests; the factors of organic evolution, the essential principles of heredity, and the evolution of animal behavior. The application of biological knowledge to the practical affairs of life, and what will serve best the student's needs are constantly kept in mind. It is intended so to shape and present the work to the student as to extend her acquaintance with nature and to invite thinking.

Second Semester

COURSE I (b).

Continuation of course I (a). Each pupil is provided with the necessary things for making a detailed study of typical specimens from each of the principal groups of plants and animals, with reference to their structure, functions and development. The results of these studies are carefully tabulated and kept in note books. This course will be supplemented with lectures and field excursions as the instructor in charge may see proper.

Physics

First Semester

COURSE I (a).—General Physics.

The elementary principles are presented in the class room and illustrated by experiments in the laboratory. Special attention will be given to the explanation of physical laws as they have to do with the every day affairs of life.

Second Semester

COURSE I (b).

Continuation of course I (a), including lectures, demonstrations; the most important principles involved in the study of mechanics, sound, and light. Well kept note books are required of all pupils.

Chemistry

First Semester

COURSE 1 (a).—General Chemistry.

This course gives a knowledge of the fundamental principles of chemistry. Chemistry in its relation to human life is strongly emphasized. The laboratory exercises are devoted to the preparation and study of the more common inorganic elements and compounds. Chemical calculations are made important factors of the work.

Second Semester

COURSE 1 (b).

Continuation of course 1 (a), with lectures which include the history of the development of the subject and discussions of the properties of the elements and compounds prepared in the laboratory and a treatment of some of the important theories of chemistry.

COURSE 2 (a).—Organic Chemistry.

This course includes the systematic study of the chemistry of the compounds of carbon. Attention will be given to the important theories, methods of preparation, and general chemical analysis. The laboratory periods for the first semester are given to exercises in qualitative analysis.

COURSE 2 (b).

Continuation of course 2 (a). This course will deal with physiological nutrition, food, and textile chemistry. Instruction is given on the synthesis and the reactions of the more important compounds such as hydrocarbons, alcohols, acids, etc. This course takes up the study of organic preparations.

COURSE 3 (a).—Domestic Science Chemistry.

This course includes a study of the relative value of the different kinds of food. The aim is to make this course of practical use in connection with the Home Economics Department.

COURSE 3 (b).

Continuation of course 3 (a) with lectures by the teacher on the composition of foods, the chemical changes of cooking and digestion, and other problems as they relate themselves to individual health as affected by the chemistry of foods.

Physiology and Hygiene

(Freshman Class. One Hour a Week)

DR. PRUITT

This department aims to bring before the student the value of good health for the individual and community, and the necessity for thought and care in order to secure and preserve health. The passage in the girl's life from childhood to womanhood is characterized by changes the most radical and far-reaching. It is needless to say that this period of life is one of supreme importance in a woman's life. Before coming to school the girl's life has been under the control of other people, but when she enters college her individual responsibility begins and she must be guided by her own judgment and her own sense of fitness and necessity. Realizing that this is the time when body and mind are plastic and good habits are easily formed it is our aim through the course to guide the girl in all ways possible toward her physical wellbeing.

Physiology

This course aims to give the student a knowledge of the various organs of the body and also of their normal functions. In this branch the following subjects are considered: (1) The Skeleton. (2) The Muscles. (3) The Skin. (4) Respiration and the Voice. (5) Circulation. (6) Digestion and Food. (7) The Nervous System. (8) Special Senses. Recitations, Quizzes and Practical Demonstrations.

Hygiene

Public Sanitation discussed: Proper Ventilation, Heating, Lighting and Plumbing in habitations and schools

Influence of water and food supplies in the spread of disease. Disinfection. Causes and Prevention of the Common Diseases, as Malaria, Typhoid Fever and Tuberculosis.

Personal Hygiene

Including a course of lectures on Digestion, Respiration, Exercise, Proper care of the Skin, and problems which daily confront girls.

History and Economics

MISS LOIS CODY

COURSE 1.—General European History.

The aim of this course is to give a general outline of the development of western Europe from the fifth century to the present time.

First Semester

(a) Takes up the institutions of the Middle Ages, such as Feudalism, The Church, The Medieval Empire, and the beginning of the great modern powers of Western Europe. Particular attention is given to the Renaissance, the term taken broadly to include the political, social and economic changes of the period, and to the Protestant Revolt.

Second Semester

(b) The work is more intensive, dealing with the French Revolution, as an epoch not only in the history of France but also of modern civilization.

COURSE 2.—History of England.

In this course emphasis is laid on the political, social, and industrial conditions which have developed—the England of today. A text on the basis, with special reports and consultations.

First Semester

(a) Covers the medieval period of English history. It follows those subjects which relate to the growth of England, as the various settlements and conquests, the organization of the government and their national institutions. England under the Tudors and Stuarts, with the religious and constitutional struggles of the sixteenth and seventeenth centuries.

Second Semester

(b) A study of the Industrial Revolution, the period of reform following the French and American Revolutions, and the growth of Democracy.

COURSE 3.—American History.

This course covers the political development of our country—the rise and fall of parties, and the new era of industrialism.

First Semester

(a) A quick review of the discovery and exploration of the American continent; the American Revolution, careful study being made of the formation and development of the constitution of the United States. The Civil War and Reconstruction.

Second Semester

(b) In this term the political effects of the development of the West, and recent problems of national growth, particularly in their material and social aspects, are emphasized.

First Semester**COURSE 4.—Sociology and Economics.**

(a) An introduction to general Sociology. This course begins with a study of social origins, then takes up the principles of general sociology, applying them to a number of concrete problems which concern the family, school, state, and other institutions.

Second Semester

(b) Elements of Economics. A course designed to acquaint the student with the fundamental laws concerning wealth getting and distribution, and the application of these principles to the problems which arise from the relations between capital and labor.

Philosophy**First Semester**

COURSE 1 (a).—Psychology.

DEAN MILLER

The aim of this course is to introduce the student, in a general way, to the activities of mental phenomena. The principles of Psychology are studied as they have to do with behaviour. There is nothing more interesting to the ordinary individual than the working of his own mind. Collateral reading and written reports are required.

Text: Pillsbury, *The Essentials of Psychology*.

References: James, Angell, Thorndike, and others.

Second Semester

COURSE 1 (b).—Ethics.

The actions of human beings, with reference to their rightness or wrongness, are considered. Here we consider the serviceableness of our conduct or actions to an end, and the rules by which this end is to be attained. Parallel reading with class room reports.

Text: Thilly, *Introduction to Ethics*.

References: Mackenzie, *Manual of Ethics*.

Economics

COURSE 1.—Economics.

MISS CODY

The general theories of Political Economy are first

studied, demand, supply, production, distribution, labor, capital, the trust problem, the tariff, etc. The conflict with labor and capital, trusts and monopolies are carefully studied. Parallel reading and written reports required.

Text: Seagar, *Introduction to Economics*.

References: Laughlin, *Political Economy*; Burch and Nearing, *Elements of Economics*.

Sociology

COURSE 2.—Sociology.

MISS CODY

The purpose of this course is to give a general survey of the field of Sociology. Special attention is given to the present day social problems. The individual and his relation to the family, to society, and to social institutions are studied. This course alternates with Economics. Economics will be given in 1916.

Text: Geddings, *Elements of Sociology*.

Reference: Ellwood, *Sociology and Modern Social Problems*.

French

MARY SEYMOUR ABBOTT

The purpose of the work in this department is to give the students a practical knowledge of the language studied; to develop the reason; to broaden the mind and cultivate the taste by an introduction of the best literature of that language. To accomplish this threefold purpose, five branches must be taught: conversation, composition, grammar, translation and reading.

Four units of either French or German must be offered for an A. B. degree. Courses 1 and 2, and 3 and 4 in either French or German may be offered as substitute for these courses in Latin. Students who offer French or German on entrance may not be credited for more than two units.

COURSE 1.

Grammar (Chardenal's *Complete French Course*). Daily themes. Easy reading. (Talbot) *Le Francais Et Sa Patrie*. Selections from Rollin's *French Reader*. Special emphasis placed upon pronunciation and correct grammatical construction in this course.

(Three hours a week throughout the year.)

COURSE 2.

Composition: Chardenal's *Advanced French Exercises*. Reading: (Dumas) *Excursions Sur Le Bord Du Rhin* or *La Tulipe Noire*; (Daudet) *La Belle Nivernaise*; (Malot) *Sans Famille*; Poems and familiar songs memorized.

(Three hours a week throughout the year.)

COURSE 3.

Advanced composition and dictation throughout the year. Reading: (Coppée) *Le Luthier De Crémone, Le Trésor*; (Hugo) *Les Misérables*; *Selected Letters* of Madame De Sévigné; (Sand) *La Petite Fadette*; (Sandeau) *Mademoiselle De La Seiglière*; (Duval) *L' Histoire De La Litterature Francaise*.

(Three hours a week throughout the year.)

COURSE 4.

Frequent practice in writing from dictation. Reading: (Racine) *Esther*; (Corneille) *Le Cid*; (Moliere) *Les Femmes Savantes* and *Les Précieuses Ridicules*. Selections from Taine, Rousseau, Balzac.

(Three hours a week throughout the year.)

German

MARY SEYMOUR ABBOTT

COURSE 1.

Grammar (Paul V. Bacon). Daily themes. Easy reading: (Bacon) *Vorwärts*. Special emphasis is placed upon pronunciation and correct grammatical construction in this course.

(Three hours a week throughout the year.)

COURSE 2.

Composition (Bacon). Reading: (Bacon) *Im Vaterland*; (Hayse) *L'Arrabbiata*; (Storm) *Immensee*. Memorizing songs and familiar poems.

(Three hours a week throughout the year.)

COURSE 3.

Composition continued. Reading: (Schiller) *Wilhelm Tell*; *Das Lied Von Dr Glocke*, *Die Jungfran Von Orleans*, *Der Neffe Als Onkel*, *Wallenstein's Tod*. Sketch of Schiller's life.

(Three hours a week throughout the year.)

COURSE 4.

Reading: Kellar-Bilder *Aus Der Deutschen Litteratur*; Heine; Lessing; Study of life and works of Goethe. *Hermann and Dorothea* or *Faust*. German, oral and written throughout the year.

(Three hours a week.)

Department of Education

It is the purpose of Anderson College to give a thorough two years normal course with the view of increasing it in a very short time to a four year course.

The work of this Department is two-fold in its scope, being designed to meet both a practical demand and a cultured need. With the progress of the development of the public schools in this State, there has sprung up a demand for trained and efficient teachers. There is a tendency to import teachers who have had advantages of training in the co-educational universities of the North and West. In introducing this Normal Training course, Anderson College will be filling a need.

Again, whether or not she expects to teach as a profession, every young woman, in home, in the Sunday school, in the further development of her own intellectual and spiritual life, she should be familiar with the principles that underlie and are essential to successful teaching. She must frequently be her own teacher, after graduation from college, if her intellectual growth is to continue. As a Sunday school teacher, as a mission worker, as an older sister in the home, or as the head of

her own household, she needs knowledge of child psychology to meet this demand and the demand of public school teachers, teachers for our high schools and academies. Anderson is going to fit and prepare the very best.

It is essential that those who expect to teach should know some of the principles underlying their profession. The country is now in need of teachers with professional training, those who know something of the fundamentals upon which good teaching is based.

As women deal either directly or indirectly with the training of children, the following courses should be of some general value. These courses are open to all students who offer the sufficient number of units for entrance, and may be counted as electives toward an A. B. degree. The work outlined requires two years for completion.

First Semester

COURSE 1 (a).—Educational Psychology.

DEAN MILLER

It is hoped that this course may prove useful to the large number of young women who each year enter the service of the public schools. The text used has been written and this course is offered with a distinct recognition of the immaturity and inexperience which these beginning teachers represent. The topics are treated concretely, with a wealth of illustration drawn partly from class room practice, and partly from the affairs of every day life. Collateral reading and class reports.

Text: Colvin and Bagley's *Human Behavior*.

References: *The Learning Process*, Colvin; *A Brief Course in the Teaching Process*, Strayer; *James' Talks to Teachers*.

Second Semester

COURSE 1 (b).—The Principles of Education.

It is the common practice of those who go out from school to seek employment as teachers in the public schools. For such this course is intended. It takes up the general problems of class room work, a study of the

nature, structure, function, and place of the recitation, the development and formulation of principles underlying the recitation, the work of the teacher in stimulating and guiding activity.

Texts: *The Educative Process*, Bagley; *How to Study and Teaching how to Study*, McMurry.

References: Dutton or Hollister's *School Management*; Bagley's *School Discipline*.

First Semester

MISS RUBY HIGHTOWER

COURSE 2 (a).—History of Education.

A general survey of the most important factors in the History of Education; a somewhat hurried view of the educational ideas and practices of the past with special reference to their influence upon the present time. Special papers are required during the year upon topics assigned by the instructor. A large amount of parallel reading is required.

Text: Monroe's *History of Education*.

References: *History of Education in the United States*, Dexter; *The Meaning of Education*, Butler.

COURSE 2 (b).—School and Class Room Management.

The course will include the various problems of school management, and a brief survey of the studies prescribed by the state for use in the grades and high school courses; preparation of lesson plans; the daily program; discipline and punishment; the value of the teacher to the social organization and to the community. During the year the class will study the books prescribed by the state for the teachers' reading course.

Text: Bagley's *Classroom Management*, and the texts prescribed by the State as professional reading.

References: Bagley's *School Discipline*; Colgrove's *The Teacher and the School*.

Those who finish this course, a Normal Certificate will be given.

School of Bible and Christian Service

DR. WHITE

The courses of Bible study are arranged for a progressive understanding of the Bible as the Word of God and the Book of Life through Freshman, Sophomore, and Senior classes. The courses in Bible will occupy the Fall Term, and lead directly to the Christian Service Courses of the Spring Term. It is the conception of this department to lay the foundation in Biblical knowledge in the Fall Term for the practical application of its instruction and moral imperative to training for actual service in the churches.

Freshman Class—One Hour a Week

The Old Testament—Structure of Hebrew Scriptures and authorship. Historical periods and grouping of the Biblical literature. Literary, moral, and spiritual values in separate Books. Hebrew Biography. The forecast of the New Testament. These phases of the Old Testament study will be presented by lecture and assigned lessons in text books.

Sophomore Class—One Hour a Week

Review of the back-ground of the New Testament leading to a study of the Synoptic Gospels as a culminating Divine Revelation. Palestine, geographically, politically, and religiously at the beginning of the Christian era. The figure of Jesus, the Christ, in the Synoptic Gospels interpreted from the standpoint of the Fourth Gospel and the Epistles. Revelation as prophecy.

Senior Class

Applied Christianity. The living Christ and the Gospel of the Kingdom of God on earth as it is in heaven. Christianizing the social order. The place of Christian womanhood in original and modern Christianity.

Christian Service Courses

The Chapel

Every morning except Monday the Chapel exercises conducted by the President will assemble the College for thirty minutes. Ten minutes will be given to the history and the singing of the Great Hymns. Five minutes will be occupied by announcements. Fifteen minutes will be magnified by the President in a varied series of Chapel talks, devoted to the personal problems of student life, to the graphic portraiture of great missionary characters, and to brief pertinent current topics involving Christian interest. The Chapel services will probably prove the most interesting half hour and a significant feature in the life of the College.

Sunday School Training Course

This course will be conducted on lines similar to the course of Sunday School Training so successfully employed by the Sunday School Board of the Southern Baptist Convention. Arrangement is made for the Freshman, Sophomore, and Senior studies to lead to a diploma as "King's Teacher" from the Sunday School Board. This course will have the sympathy and assistance of the Sunday School Department of the State Mission Board of the South Carolina Convention. The Sunday School Normal Courses will occupy the spring term and will be completed each year by an annual training school, provided by the First Baptist church of Anderson and the churches of the Saluda Association, which will assemble the leading Sunday school workers of the South for one week. The Annual Training School will constitute the review and examination on the books studied, looking to application for seals and diplomas.

Mission Study Training Course

One hour a week will be given in the Freshman, Sophomore and Senior classes to this course. The Freshman year will take up the missionary field and operations of Christian missions for the purpose of laying the foundation for the Sophomore year, which will deal with special phases of mission

enterprises and missionary problems, and Home and Foreign Missions. The Senior year will be devoted to normal work, preparing the student for the organization and conduct of mission study classes.

The controlling methods in the departments of Sunday School and Mission Study Training Classes will aim to practicalize instruction to the definite end of preparing students for actual personal Christian service in the churches.

**SCHOOLS OF MUSIC, EXPRESSION
AND ART**

Faculty

JOHN ELLINGTON WHITE, A. B., D. D., PRESIDENT.

A. HOSKEN STRICT,

Graduate of Trinity College, London, England; Pupil of Chevalier Georg Liebling (Piano) and Reinecke (Composition), Winner open piano competition (England); Concertised with Mme. Nordica, Mme. Betty Brooks (Australian Prima Dona.

Director and Professor of Piano.

Professor of Piano, Theory, Harmony. etc.

KAREN ELLINGTON POOLE, A. B.,
Meredith College School of Music, Pupil of Knittle Treuman,
Carnegie Hall, N. Y., Pupil of Dudley Buck, Aeolian
Hall, N. Y.

Voice.

WEBB von HASSELN,
Pupil of William Donges, N. Y., and Professor Suchy of the
Conservatory of Music, Prague, Australia.

Violin.

HELEN CURTIS LYEN,
Pupil of Dr. A. H. Strict.

Accompanist.

Superintendent of Practice.

CHRISTINE POPE JAMESON,
Graduate Ouachita College, Student at Art Students' League,
New York.

Ari.

MARY E. GOODE, A. B.,
Powhatan College, Chautauqua School of Expression, N. Y.,
Pupil of Mme Mellerish, California.

Expression.

MRS. JOHN T. MILLER,
Librarian.

SCHOOL OF MUSIC

In keeping with the educational importance of Music and the necessity for full and adequate instructions, Anderson College aims to equip the student of music with musical knowledge of a two-fold nature, namely, intelligent appreciation of music, and a professional efficiency as a musician or a teacher of music. As a vocation, music has become one of the most important factors in our professional life; as an element of mental discipline; as a means of intellectual, ethical, and aesthetic development, music is recognized as the equal of any accepted study of the college course. Pupils are urged to avail themselves of the unusual opportunity here presented for acquiring that symmetrical culture which results from the simultaneous study of music and literature.

Equipment

The musical equipment of Anderson College is so complete and of such quality as to stand a favorable comparison with that of any similar institution in this country. The music building is lighted by electricity, heated by steam and well ventilated. The studios and class rooms, as well as the practice rooms, are adequately furnished; the music store is always stocked with all grades of music; the chapel, including

the balcony, has splendid acoustic properties and will seat about 800 people.

Organization

(1)—Piano Department. Graduation Course, 4 years. Preparatory and Supplementary Courses.

(2)—Voice Department. Graduation Course, 4 years; supplementary courses.

(3)—Organ Department. Graduation Course, 4 years; preparatory and supplementary courses.

(4)—Violin Department. Graduation Course, 4 years; preparatory and supplementary courses.

(5)—Theory Department. Graduation Course, (Compulsory for graduation in any department), 4 years; supplementary courses.

(6)—Composition Department. Course in original composition and instrumentation, only for those who hold music diplomas; time necessary for the course varies with the individual, but in no case less than one year.

Voice

The following course of study, covering four years of work, is mapped out for the vocal students. It will be varied to suit the needs of the individual.

Elementary

Placement of medium voice; open tones, vibration, resonance; diaphragmatic breathing; shaping of vowels; distinct enunciation; poise; studying of pitch and intervals; simple vocal exercises, songs of easy grade and miscellaneous composers.

Intermediate

Further voice development; study of covered head tones; blending diaphragmatic breathing, major and minor scales and arpeggios, legato, messa di voci, phrasing, expression, English ballads, Sacred music.

Advanced

Tone, color, flexibility, chromatic scales, turns, trills, arpeggios, legato and staccato, vocalizes from Shakespeare's "Art of Singing." Master songs by Schubert, Schuman, Brahms, Grieg, Rubenstein, Tschaikowski, etc.

Artist Course

Continued for the acquirement of technical finish. Vocalizes from Shakespeare's "Art of Singing." The study of Oratorio—Handel, "Messiah;" Mendelssohn "Elijah;" Haydn "Creation," Gounod, "Redemption;" operatic selections and arias in English, French, Italian and German.

Piano

Elementary.—Class I. Instruction book by Wagner, Damm, or Koehler. Major scales and arpeggios. Easy studies from Gurlitt, Schmoll, LeCouppéy, Duvernoy. Easy selections from Behr, Spindler, Gurlitt, Meyer, Kirschner, etc.

Class II. Major and minor scales and arpeggios. Studies from LeCouppéy, Duvernoy, Loeschhorn and Czerny. Selections by Lack, Bohm, Heller, etc. Sonatinas by Reinecke and Clementi, albums for the young by Schumann and Reinecke.

Intermediate.—Class I. Major and minor scales, parallel and contrary motion and in thirds. Major and minor arpeggios, parallel and contrary motion. Studies from Bertini, Loeschhorn and Czerny op. 299. Selections by Dolmetsch, Chaminade, Grieg, Tschaikowsky, Haydn and Mozart Sonatas.

Class II. Major and minor scales, parallel and contrary and in thirds and sixth. Major and minor arpeggios parallel and contrary and in all positions. Scales in double octaves and chords. Studies from Czerny op. 299 and op. 101 and Cramer, Bach, Kleine, Preludium und Fugen, Bach Two and Three part Inventions, Bach, French or English suites. Haydn, Mozart or early Beethoven Sonatas. Selections by Heller, Haendel, Hummel, Mendelssohn, Schubert, Chaminade, Tschaikowsky.

Advanced.—Class I. All major and minor scales parallel and contrary in thirds and sixths and contrary commencing a

third and a sixth apart. All major and minor arpeggios parallel and contrary in all positions and with different positions in both hands. All Dominant and Diminished sevenths parallel and contrary. Studies in Czerny op. 740 and Clementi Gradus and Parnassum. Bach Preludes and Fugues. The later Sonatas of Beethoven. Solo numbers by Chopin, Schumann, Brahms, Rubinstein, Weber, Maszkowski, Arensky, Schuett, Debussy and others.

Class II. Continuation of Class I, including scales in double thirds and double sixths. Dominant and Diminished sevenths with different positions in both hands parallel and contrary motion and advanced modern concerti.

Students' Recitals

Students are given ample opportunity for practice in public appearance at the regular recitals and the various public recitals.

During the year students' concerts are held to which the public is invited. These entertainments contain much of educational value.

Chorus Work

For the good of the pupils a chorus is organized each year in which every student in the voice department is expected to take part. Two public performances under the Directorship of the Dean will be given each year.

The Art of Accompaniment Playing

There is a growing demand for good accompanists in church and concert work, and to cope with the present day musical situation the Director will give special lessons to those who are so interested. This branch of music will cover (a) The Art of Accompaniment Playing; (b) Modulation and (c) Transposition. Opportunity for those who show special talent will be given to appear in public. The fee will be the same as advanced Piano lessons.

Sight Singing I

First Term

Oral questions in notation. Ear training. Recognition by ear of the diatonic intervals of the major and minor scales. Sight singing exercises in a given key in whole, half, and quarter notes and rests. Dictation exercises.

Second Term

Ear Training. Recognition by ear of chromatic intervals, major and minor triads. Sight-singing exercises with simple modulations in half, quarter and eighth notes and rests, with and without dots. Dictation exercises.

Sight Singing II

First Term

Ear Training. Recognition by ear of major and minor sixth and sixth four chords, dominant and diminished seventh chords. Sight-singing exercises in half, quarter, eighth and sixteenth notes and rests, with and without triplets and dots, and involving modulations to the distant keys. Dictation exercises.

Second Term

Ear Training. Recognition by ear of seventh chords and their inversions, altered chords, suspensions, etc. Sight-singing exercises in quarter, eighth, sixteenth, thirty-second, and sixty-fourth notes, and rests, with selections from choral works of the old masters. Dictation exercises.

Text-books: Frank Damrosch's Course in Sight Singing.

Examination in each term must be passed before the next term may be entered.

NOTE.—In addition to the full course in singing, all candidates for graduation in the Vocal Department must pass satisfactory examinations in the courses outlined on pages 70 and 71.

Announcement

A full course in *Public School Music* is now offered to students wishing to become supervisors in Public and Normal schools. A certificate will be granted to applicants completing Freshman and Sophomore requirements in Voice and Piano, together with all other requirements for a Vocal graduate.

Practical work in Chorus and Choir training is offered in the school.

Theory Department

Freshman Course—Elementary Theory

Pitch—Natural Tone—Notation—Rests—Half and Whole tones—Diatonics and Chromatics—Accidentals—Enharmonics—Scales and Keys—Embellishments—Abbreviations—Musical Terms, Bar, Time, and Rhythm—Tempo and Expression Marks—Intervals and their Inversions. (Ear Training Exercises and Analytic Exercises included.)

Sophomore Course—Fundamental Harmony

Explanation, Specification and Classification of Chords and Chord Inversions; The Chords of the key, their inversions; the four voices and their range; rules regarding the grouping and the progression of the voices; rules regarding the use of each chord and its inversion; four part harmonization of given basses, melodies and middle parts (Analytic Exercises included).

Junior Course—Advanced Harmony

Harmony strange tones (passing tones, suspensions, anticipations, changing tones); altered chords; modulation; Organ-point; sequences (Analytic Exercises included).

Senior Course—Counterpoint

Counterpoint in strict style; simple and double; 1, 2, 3, and 4 notes against one, and florid; counterpoint in free style; simple and double; 1, 2, 3, and 4 notes against one, and florid. Imitation. (Analytic Exercises included.)

Composition Department

(a) Composition in the Counterpointic (i. e., purely thematic), forms: Canon and Fugue.

(b) Composition in the Metric Forms: Phrase, Sentence, Period, Songform, Dance and March Form; Lower and higher Rondo Forms, Sonata form.

(c) Instrumentation.

Piano

(Required for Graduation in Piano)

Senior Course. First Sight Ensemble Playing (eight hand arrangement for overtures, Symphonies and other compositions; Chamber Music).

Voice

(Required for Graduation in Voice)

Freshman Course. Freshman Course in Piano.

Sophomore Course. Solfeggio and Sight Singing; Sophomore Course in Piano.

Violin

MR. VON HASSELN

The method of instruction in this department will vary to meet the requirements of the individual student, and is based chiefly on that of Professor Ottakar Sevcik, of the Conservatory of Music in Vienna. It involves, too, the principles of Wieniawski, Goby Eberhardt and other great teachers, whose resources in solving the intricate and various problems in Violin Technics are drawn upon to meet the requirements of the individual. The course is as follows:

Course 1. For beginners: Hohmann's Practical Violin School, supplemented by exercises from Sevcik's Opus 6. The Sevcik System for developing both right and left hands is applied from the very first and the material arranged in such easy and progressive style that advancement is certain. Sev-

cik's School of Bowing Technic Parts I and III. Easy pieces in the first position.

Course 2. For slightly advanced pupils: Sevcik's Studies preparatory to the shake, and development in stopping, first to sixth positions. Changes of position (Shifting) and scale studies preparatory thereto. Preparatory Studies in Double Stopping. School of Bowing Technics Parts II and IV. Pieces and Etudes involving employment of the higher positions and the various styles of bowing. Practice in Ensemble Playing.

Course 3. For advanced pupils: Exercises from Sevcik's "School of Violin Technics." School of Bowing Technics completed. Etudes in all positions, with double stopping, pizzicats, harmonics. Solo pieces and Concertos. Ensemble playing, including chamber music of both old and modern Masters.

The following is the course outlined for an applicant for a musical degree:

Freshman Year

| | <i>Hours per Week.</i> |
|---|------------------------|
| Elementary Theory | 2 |
| Musical History | 2 |
| Literary Studies | 6 |
| Instrumental or Vocal..... | 1 |
| Practice, 15 hours per week, one-third value of recitation hours | 5 |
| | <hr/> |
| | 16 |

Sophomore Year

| | <i>Hours per Week.</i> |
|----------------------------|------------------------|
| Fundamental Harmony | 2 |
| Musical History, II..... | 2 |
| Literary Studies | 6 |
| Instrumental or Vocal..... | 1 |

Hours per Week.

| | |
|---|-------|
| Practice, 15 hours per week, one-third value of recitation hours | 5 |
| | <hr/> |
| | 16 |

Junior Year*Hours per Week.*

| | |
|--|-------|
| Advanced Harmony | 2 |
| Musical Analysis I..... | 1 |
| Literary Studies | 3 |
| Instrumental or Vocal..... | 1 |
| Practice, 20 hours, equivalent to 7 recitation hours..... | 7 |
| | <hr/> |
| | 15 |

Senior Year*Hours per Week.*

| | |
|--|-------|
| Counterpoint..... | 2 |
| Musical Analysis II..... | 1 |
| Literary Studies | 3 |
| Instrumental or Vocal..... | 1 |
| Practice, 20 hours, equivalent to 7 recitation hours..... | 7 |
| Ensemble playing | 1 |
| | <hr/> |
| | 15 |

Graduation Diploma

A diploma will be given upon completion of the course in any one of the following courses: Piano, Voice, Organ, or Violin, with the required theoretical and literary work and a satisfactory recital from memory. If the applicant for a diploma is unable to give a satisfactory recital, upon completion of any one of the foregoing courses, she may be awarded a Certificate.

| | | |
|----------------------|----|-------|
| English..... | 6 | Hours |
| Modern Language..... | 6 | " |
| History..... | 3 | " |
| Psychology..... | 3 | " |
| <hr/> | | |
| Total..... | 18 | Hours |

The student who completes the work in accordance with the above will have taken 30 semester hours of academic work in addition to the other requirements.

DEPARTMENT OF EXPRESSION AND PHYSICAL CULTURE

MISS GOODE

Expression Course

The study of Expression is primarily a department of personal culture. It seeks to awaken in the student of Expression a realization of her own potentialities and to give such direction to her training that she may attain them. The personal and literary culture afforded by the curriculum is of the highest value, not only to those who have a professional end in view, but to those as well who do not intend to make the study of Expression a specialty. It is self-evident that a strong personality, a cultured and noble womanhood is infinitely superior to any trick of voice and gesture. Expression is not taught by imitation, but by the mastery of definite laws, thus preserving the individuality of the student. The mental, emotive, and vital natures are cultivated in well balanced proportion. The course throughout is based upon the broad foundation of the philosophy of expression and the work is both cultural and inspirational in its nature. The following is a three-year course:

First Year

Theory of oratory and expression; pronunciation; breathing; diction; toneplacing; articulation; purity; animation; smoothness; volume; flexibility and physiology of the voice; reading aloud; recital work; gesture study; freedom; control; alertness; harmony of body; physical culture; athletics.

Text-Books (with required amount of literary work).—Hatton's Essentials of Oratory; Fox's Essentials of Reading and Speaking; Curry's Oral English; physiology and hygiene; English history; rhetoric; literature.

Second Year

Advanced theory; rendering; analysis of selections from standard authors; pantomime and monologue work; reading

aloud; interpretation and impersonation; public recitals; physical culture; athletics.

Text-Books (with corresponding literary work): Curry's Foundation of Expression; first half of Fulton & Trueblood's Text; first half of Curry's Vocal Expression; ancient and mediaeval history; English language and literature.

Third Year

Advanced theory; dramatic analysis and representation of scenes from Shakespeare; criticism; normal work; Delsarte; programs; extemporaneous speaking; reading aloud; physical culture.

Text-Books (with literary requirement): Curry's Province of Expression; Fulton & Trueblood (complete); adaptations from current literature; English literature; psychology.

Fourth Year

Post-Graduate Course

General survey and study of Theoretical and Practical Oratory and Expression in all its forms. Platform work. Public Recitals, Debating, Original Orations, Shakespearean Art, Programs, etc.

Physical Culture

"To be a perfect man, one must first be a good animal."

—HULLEY.

MISS GOODE

Unless the health and exercise are looked to carefully, and very carefully, loss of mental energy and sickness are sure to follow. No mind, however brilliant, will ever accomplish much in a sickly body. The development of the two must go hand in hand; and these, with spiritual development, complete the system of education, and make the woman. That system of education which leaves from its curriculum any one of the three, must fail to educate in the true sense.

I. The gymnasium work is arranged to meet the require-

ments and needs of all for improvement of health, mind and physique, or for general culture.

II. The Swedish system is used to develop decision of mind and body, give firmness to the body, and erect carriage.

III. The Delsarte system gives easy movements, graceful carriage, and artistic appearance.

IV. Dumb-bells, wand drills, Indian clubs, fencing, are used when necessary.

V. Athletic Association. The Institute has a well organized Athletic Association, and each student is urged to become an active member. Basketball, Tennis, Volleyball, Racing, etc., for those who care for them, or may be required in the discretion of the director of department.

Academic Requirements for a Diploma in The School of Expression

All students having had the required amount of literary work and completed the courses in Expressional work will be given a diploma. Preparatory work to the amount of 12 units is required. In addition to this the following literary work in the College must be taken :

| | | |
|----------------------|-------|-------|
| English..... | 6 | Hours |
| Modern Language..... | 6 | " |
| History..... | 3 | " |
| Psychology..... | 3 | " |
| | <hr/> | |
| | 18 | " |

According to the above 30 hours of literary work will have been completed before the pupil becomes an applicant for graduation. Other courses along the line of the student's greatest need may be required by the instructor in charge.

SCHOOL OF ART

MISS JAMESON

Admission

The general requirements are the same as for admission into the College; the student must have completed twelve units of the requirements for the A. B. Course. This will leave two units of preparatory work to be finished during her Freshman and Sophomore years.

Graduation

The course covers four years; no student, regardless of her artistic ability, will be allowed to graduate from the School of Art unless she has complied with all requirements for college entrance, and in addition has satisfactorily completed twenty-three hours of literary work. In addition to this the applicant for graduation must have completed the courses in Art, Art History, Art Literature, Anatomy, Composition, Criticism and Technical Practice; she must also present a sufficient amount of finished work to make a creditable exhibit.

Art History and Literature

Course I

A general survey of Art History will be given, using as a basis Garesche's *Art of the Ages*. Parallel readings required.
Two hours a week.

Course II

Goodyear's *History of Art*. Parallel readings required.
Two hours a week.

Course III

Subke's *History of Art*. Parallel readings required.
Two hours a week.

Course IV

This course is based upon Winkleman's *History of Art*. Parallel readings required.

Two hours a week.

The Technical Training Course

Freshman Year

COURSE 1.—Elementary antique drawing, drawing from objects and nature, designing, and study of the works of the old and modern masters, perspective. Composition and criticism.

Sophomore Year

COURSE 2.—Elementary antique drawing, painting in oil and water colors from still life and waters, and study of the works of old and modern masters, perspective, anatomy. Composition and criticism.

Junior Year

COURSE 3.—Antique drawing, anatomy drawing and painting from life, landscape painting from nature, and study of works of old and modern masters, perspective. Composition and criticism.

Senior Year

COURSE 4.—Advanced antique drawing, painting from life and nature, perspective, anatomy. Composition and criticism.

Books studied in the course of Art Literature and used in parallel readings to Art History are:

Raymond's *Art in Theory*, *The Essentials of Æsthetics*, *Proportion and Harmony of Line and Color*, and *Painting, Sculpture and Architecture as Representative Arts*.

Ruskin's *Two Paths on Art*, *Lectures on Art*, *Political Economy of Art*, *Pre-Raphaelitism*, *Stones of Venice*, *Queen of the Air*, and *Seven Lamps of Architecture*.

Taine's *Lectures on Art*.

Strong's *The Appreciation of Pictures* and *The Appreciation of Sculpture*.

Lessing's *Laocoon*.

Bullfinch's and Galey's *Mythologies*.

Marquand and Frothingham's *History of Architecture* and *The Life of Sir Christopher Wren*.

Van Reslaeis' *English Cathedrals and Cathedrals of France*.

Vasari's *Lives of the Great Painters*.

Charles H. Caffin's *How to Study Pictures*.

N. B.—Any student completing the course in Art will be allowed a credit of 12 semester hours towards a literary degree. This is the maximum amount allowed.

The following arrangement will give an adequate idea of the course leading to a diploma in Art:

Freshman Year

| | <i>Hours</i> |
|------------------|--------------|
| English (1)..... | 3 |
| Bible (1)..... | 2 |
| Art History..... | 3 |
| *Art..... | 7 |
| | — |
| Total..... | 15 |

Junior Year

| | <i>Hours</i> |
|---------------------|--------------|
| Literature..... | 2 |
| Elective..... | 3 |
| Art Literature..... | 3 |
| *Art..... | 7 |
| | — |
| Total..... | 16 |

Sophomore Year

| | <i>Hours</i> |
|---------------------|--------------|
| History (1)..... | 3 |
| Literature (1)..... | 3 |
| Art History..... | 3 |
| *Art..... | 7 |
| | — |
| Total..... | 16 |

Senior Year

| | <i>Hours</i> |
|---------------------|--------------|
| Psychology..... | 3 |
| Art Literature..... | 3 |
| Elective..... | 3 |
| *Art..... | 7 |
| | — |
| Total..... | 16 |

Academic Requirements for Diploma in Drawing and Painting

A diploma will be given to the student upon the completion of the prescribed course in Art, in addition to the required preparatory literary work to the amount of 12 units, and who has also taken the following college work:

| | | |
|----------------------|----|-------|
| English..... | 6 | Hours |
| Modern Language..... | 6 | " |
| History..... | 3 | " |
| | — | |
| | 15 | |

The academic work will amount in all to 27 hours of semester work.

DEPARTMENT OF HOME ECONOMICS

This department includes work in both Domestic Science and Domestic Art. Courses are offered in systematic Household Management, Home Cookery, Table Service, Household Decoration, Sewing, and similar subjects. The work is founded upon a scientific basis, yet closely related to the practical side of life. The aim of this department is to teach girls to be efficient and skillful managers of the home.

Work in this department is open to all Freshmen, but those who wish to take it as a Special, must devote 29 hours to this practical department, together with the required work and additional elective courses to make the one hundred and twenty (120) semester hours necessary for graduation.

Certificates will be given to students who have met the entrance requirements and who wish special training in this line of work, but who cannot remain in college for four years. This certificate is based on two years' work, one part of the work, Academic; and other parts in this special course.

This curriculum requires:

| | Years | Semester hours |
|------------------------|-------|----------------|
| English..... | 2 | 12 |
| *French or German..... | 1 | 6 |
| *History..... | 1 | 6 |
| Chemistry..... | 1 | 6 |
| Physics..... | 1 | 6 |
| | — | — |
| Total..... | | 36 |

First Year

| | Semester Hours |
|-----------------------------|----------------|
| Theory of Foods..... | 2 |
| Practical Cookery..... | 4 |
| Sanitation and Hygiene..... | 2 |
| Sewing..... | 4 |
| Embroidery..... | 2 |
| | — |
| Total..... | 14 |

Second Year

| | Semester Hours |
|-------------------------------------|----------------|
| Home Cookery and Table Service..... | 4 |
| Household Management..... | 2 |
| Home Nursing..... | 1 |
| Dressmaking..... | 4 |
| Millinery..... | 2 |
| Household Decoration..... | 1 |
| | — |
| Total..... | 14 |

Any one finishing this course will have to have credit for 64 semester hours, 36 in the Academic subjects, and 28 of them in the work of this Special Department.

*Other subjects may be substituted for these with the consent of the Dean.

The following is detail courses offered in Domestic Science and Domestic Art.

Two Year Course in Home Economics

"The mission of the *ideal* woman is to make the whole world home like."—*Francis Willard*.

The courses offered by the Household Economics Department are designed for women who intend to teach cookery, sewing, and kindred household arts. The programmes include science, applied science, design, applied design and practice in the household arts, so that the student who completes the required course gains not only a knowledge of the principles underlying these arts but considerable experience in applying these principles.

First Year

SEWING 1.

This course is planned for students who intend to teach and offers plain hand and machine sewing stitches and application of same in relation to garments. Also the drafting, cutting and making of undergarments.

One lesson a week entire year—2 hours.

SEWING 2.—Design.

This course provides for carrying out with materials the simpler design and color suitable for garments.

One exercise a week last term first year.

SEWING 3.—Millinery.

A course in instruction of making and covering of frames and fitting and trimming of hats with a study of the methods and materials used in the trade.

A knowledge of chemistry and physics is essential for admission to this course.

One hour a week thruout year.

COOKERY 1.

This course provides instruction in elementary cook-

ery and aims to secure facility in the use of utensils and materials.

One hour lecture work and two hours laboratory a week thruout year.

COOKERY I (b).—Dietetics.

Lectures and discussions. This course takes up the treatment of fundamental problems of human nutrition with their application to dietaries.

One lecture and one laboratory exercise a week during first term.

COOKERY I (c).—Marketing.

A study of market conditions, food production and manufacture, the purchasing and storage of foods.

One exercise a week during second term.

HOUSEHOLD MANAGEMENT I (a).

Lectures, recitations and practice. The principles involved in the care of a house are presented, methods are studied and applied.

One lecture and one recitation entire year and one two hour laboratory practice a week first term. Last term subjects are taken pertaining to rent, fuel, light, water, furniture and utensils, the apportionment of income and the general cost of living. Reports of individual investigations are required.

HOME MANAGEMENT I (b).—Laundering.

Household laundering covering principles, processes and equipment.

Two hours a week first term of first year.

Second Year Program in Household Economics

SEWING 4.—Dressmaking.

This course is planned to meet the needs of students who are preparing to teach in secondary schools. It provides instruction in drafting, fitting, draping and finishing of waists, skirts, gowns and garments with methods for teaching same.

Three hours a week thruout year.

SEWING 5.—Textiles.

This course comprises the history and development of textiles, the study of fibres, the process of manufacturing and the economic use of fabrics. Visits are made when possible to various manufacturing establishments, and each student is required to prepare a collection of cloths in silk, wool, cotton and linen and to make a study of some selected merchandise as a practical application of the information acquired in the course.

One exercise a week the first term.

SEWING 6.—Costume Design.

A course including a study of the history of costume and the application of the principles of design and color to the gown and hat.

One exercise a week the second term.

Second Year

COOKERY 2 (a).

Cost of food and preparation and serving of meals with recitation and practice done in family quantities. Invalid cookery is taught the last term. Two hours laboratory.

One lecture and two practice hours a week first term.

Required: Cookery I.

COOKERY 2 (b).—Methods of Teaching Cookery.

This course includes a study of the laboratory and equipment and individual methods.

Two hours entire year.

Each pupil has actual practice.

DIETETICS (b).

This course gives attention to problems of nutrition of available foods which may be served at a minimum cost with regard to nutrition.

HOUSEHOLD MANAGEMENT 1 (c).

This course considers sanitation in regard to the home and materials and cost of house furnishings.

Two hours a week the first term and one hour each week devoted to house planning and building the last term with lectures and recitation, illustrative of the subjects under discussion.

HOUSEHOLD MANAGEMENT 1 (d).—Laundering.

Institutional laundering, lectures, equipment and observation in institutions when possible.

One hour a week second term.

Partial course for special students may be arranged by those in authority and certificates granted to students successfully completing the programs.

One year program in Domestic Science. Four hours of lecture work, six hours of laboratory work the entire year. This course includes the study of cookery and food values and general sanitation.

Domestic Arts. Nine hours classroom work. This includes Sewing, Design, Drafting and Cutting and making of the simple garments.

GENERAL INFORMATION

All instructions in regard to the students and all permission of parents and guardians should be sent by mail directly to the Lady Principal.

Parents are asked not to give permissions to their daughters that conflict with the regulations of the College.

Only such restrictions are made as are necessary for the protection and advancement of the student.

The school appropriates to study, recreation and rest, the entire time of the student; therefore the parents are asked to discourage visits home.

Chaperons are provided for all students leaving the campus. No permissions are granted the students to remain out of the school at night, except where parents send such requests to the Lady Principal for her approval.

All mail, packages, boxes, telegrams, and telephone messages are subject to the inspection of the management. A limited number of correspondents, approved by parents and Lady Principal, will be permitted.

Parents are urged not to withdraw their daughters before the close of the year, as an in-

justice is done to both student and college in the minds of the public.

The church of the parents' choice is attended by the student on Sunday morning. On Sunday evening the students may attend church in a body.

Students must attend chapel unless excused by the Dean or Lady Principal.

Each student is requested to bring a Bible, umbrella, and overshoes with her.

Visitors will not be received on Sunday nor during school hours. Evening callers are requested not to prolong their visits beyond 9:30.

The entertainment of visitors is a privilege granted when it is convenient to the management and a charge of \$1.00 per day will be made for such entertainment.

In case of serious illness, the parents will be notified immediately.

Teachers and students are required to furnish pillow cases (size 20 x 32 in.), sheets, spreads, blankets, towels, napkins, and any other article of use or ornament, desired for her room, such as spoons, drinking glass, and pictures.

All articles for laundry must be plainly marked with the full name. Trunks and suit cases should be marked with the name of the student before leaving home.

RATES AND TERMS

| | |
|---|--------|
| Matriculation Fee, payable when the room is engaged..\$ | 5.00 |
| Medical Fee, payable by all resident students..... | 5.00 |
| Room for two girls, including Board, Fuel, Lights, and service of trained nurse, except in case of protract- ed illness | 175.00 |
| Full literary tuition..... | 65.00 |
| Total for Board, full literary and fees, excepting di- ploma and laboratory..... | 250.00 |

The following are the terms of payment: \$5.00 when the student matriculates, \$125.00 at the opening of the fall session and \$120.00 on the 15th of January, 1917.

\$35.00 per year is a minimum charge for literary tuition; this covers any two courses and Bible. All resident students are requested to take this amount of work in the College.

Individual Classes

| | |
|---|-------------------------|
| Piano Lessons..... | From \$60.00 to \$85.00 |
| Organ Lesson | 75.00 |
| Violin..... | 60.00 |
| Art Lessons | 60.00 |
| Voice | \$60.00 to 85.00 |
| Expression..... | 65.00 |
| Theoretical Music | |
| Form and History..... | 15.00 |
| Harmony..... | 15.00 |
| Analysis..... | 15.00 |
| Ear Training and Sight Singing..... | 15.00 |
| Domestic Science, including material..... | 45.00 |
| Domestic Art, including material..... | 35.00 |
| Use of Piano, one hour daily..... | 5.00 |
| Use of Organ, one hour daily..... | 5.00 |
| Diploma Fee | 5.00 |
| Laboratory Fee (Chemistry and Physics)..... | 3.00 |

Day Students

| | |
|---|-------|
| Matriculation Fee, including library, gymnasium fees... | 5.00 |
| Literary Tuition | 65.00 |
| Laboratory Fee (Chemistry and Physics)..... | 3.00 |

Discounts

When more than one special study is taken a discount of 10 per cent is given on the entire amount, with the exception of the fees.

When two or more students are from the same family, a discount of 5 per cent will be given to each, provided both students are in college for the entire semester.

No charge for tuition in the College will be made to ministers regularly engaged in their calling, who send their daughters as boarding students. All other charges, including branches under SPECIAL, will be made at regular rates.

Daughters of ministers, regularly engaged in their calling who come as day students, a discount of 10 per cent will be given on the literary tuition.

No discount will be allowed either boarding or day student for absence from any cause except sickness and that only when the absence is for a period as long as a month.

No student will be received for less than a term (semester).

Students not returning after Christmas will be charged till the end of the term.

Unless bills are paid, pupils will not be allowed to participate in the public exhibition, to share any distinction, nor to receive a diploma or certificate.

Special Information Concerning Rates and Terms

In the event of withdrawal on account of sickness, the amount paid for board in advance of the date of leaving, will be refunded, but not amount paid for tuition.

All drafts, checks, money orders, should be made payable to Z. J. Edge, Secretary and Treasurer. If remittance is made by local check, add fifteen cents for exchange.

It is recommended that a deposit of \$15.00 be made with the bookkeeper to purchase books, etc.

Books may be purchased from the College book store.

Anderson College is not an expensive school, and parents are requested to make only a moderate allowance to their daughters for spending money.

The College will not advance money to students.

A deposit of \$5.00 is necessary for reservation of room space. This amount will cover library and gymnasium fees.

The College exercises every precaution to protect property of students, but will not be responsible for losses of any kind.

REGISTER OF STUDENTS

Senior Class

| | |
|-------------------|----------------------|
| Anderson, Ruth | Norris, Ethel |
| Burriss, Helen | Prince, Sarah |
| Darracott, Nelle | Pruitt, Izetta |
| Gentry, Nelle | Shirley, Maggie |
| Henry, Louise | Sullivan, Catherine |
| Martin, Nelle | Traynham, Karon |
| Masters, Zulienne | Turbeville, Eula Mae |
| McGhee, Lou Nelle | Watkins, Grace |

Junior Class

| | |
|--------------------|-----------------------|
| Bolt, Janet | King, Lura |
| Bowie, Mary | McAlister, Nora |
| Byrum, Margaret | Owings, Brucie |
| Clement, Margaret | Pruitt, Bessie |
| Dalrymple, Blanche | Riley, Mary |
| Ervin, Wilma | Robinson, Willie Wray |

Sophomore Class

| | |
|---------------------|---------------------|
| Bolt, Mattie | Mays, Edna |
| Bowie, Willie | McCurry, Fannie Sue |
| Burdine, Ruth | Nelson, Marie |
| Burriss, Kathleen | Shearer, Louise |
| Chamblee, Gladys | Shirley, Amanda |
| Cook, Clara | Smith, Nannie |
| Dugan, Annie Laurie | Wardlaw, Ruby |
| Hembree, Ruth | Watkins, Mary Stark |
| King, Nancy | Welborne, Annie |

Freshman Class

| | |
|--------------------|------------------|
| Anderson, Lois | Mayfield, Mattie |
| Barrett, Glenna | McPhail, Lucy |
| Campbell, Grace | Owing, Martha |
| Canaday, Annie May | Sanders, Sarah |
| Cook, Essie | Sawyer, Lila |

Cox, Vivian
 Devlin, Lucile
 Fretwell, Catherine
 Haynie, Lucile
 Hubbard, Edith ✓
 Johnson, LaFayette
 Keith, Gladys

Shirley, Mamie
 Smith, Pauline
 Strickland, Annie Bell
 Sullivan, Emily
 Watkins, Etta
 Whitlock, Mell
 Wright, Mildred

Sub-Collegiate Class

Aiken, Mary
 Anderson, Myra ✓
 Brown, Felicia
 Burton, Goode
 Buxton, Elizabeth
 Chamblee, Helen
 Cox, Caryl
 Hall, Bertha

Hayes, Gertrude
 Hembree, Etrulia
 Ligon, May
 Martin, Irene
 McFall, Carolyn
 McFall, Sarah
 Talbert, Rosada

Special Students

| | |
|------------------------------|------------------|
| Burton, Goode | Voice |
| Cathcart, Emmie | Piano |
| Cartee, Ina | Domestic Science |
| Crowther, Kate .. | Piano |
| Hayes, Mildred | Piano |
| Horton, Molly | Piano |
| Hunter, Genevieve | Piano |
| Ledbetter, Julia | Piano |
| McAlister, Lake | Piano |
| Marchbanks, Ruth | Piano |
| Perrin, Margaret | Domestic Science |
| Pruitt, Floride | Piano |
| Pruitt, Nellie | Voice |
| Reece, Gladys | Domestic Science |
| Rice, I. R. | Voice |
| Sargent, Eleanor | Piano |
| Stevens, Sarah Frances | Piano |
| Sullivan, Babb | Piano |
| Sullivan, Dot. | Piano |

| | |
|-----------------------|-------|
| Tribble, S. O..... | Voice |
| Vandiver, Thomas..... | Piano |
| Welch, Zenobia..... | Piano |
| White, Gladys..... | Voice |

Students Admitted to Freshman Class 1915

| | |
|--------------------------|---|
| Anderson, Lois..... | Anderson, S. C. Anderson High School 10th Grade. |
| Barrett, Glenna..... | Anderson, S. C. Anderson High School 11th Grade. |
| Campbell, Grace..... | Belton, S. C. Belton High School 10th Grade. |
| Canaday, Annie May..... | Inman, S. C. Inman High School 10th Grade. |
| Cook, Essie..... | Iva, S. C. Iva High School 10th Grade. |
| Cox, Vivian..... | Belton, S. C. Belton High School 10th Grade. |
| Devlin, Lucile..... | Verdery, S. C. Greenwood High School 10th Grade. |
| Fretwell, Catherine..... | Anderson, S. C. Anderson College Preparatory. |
| Haynie, Lucile..... | Belton, S. C. Belton High School 10th Grade. |
| Hubbard, Edith..... | Anderson, S. C. Anderson College Preparatory. |
| Johnson, Lafaette..... | Clinton, S. C. Anderson College Preparatory. |
| Keith, Gladys..... | Chappells, S. C. Greenwood High School 11th Grade. |
| Mayfield, Mattie..... | Anderson, S. C. Anderson College Preparatory. |
| McPhail, Lucy..... | Laurens, S. C. Laurens High School 10th Grade conditioned in Math. |
| Owings, Martha..... | Laurens, S. C. Laurens High School 10th Grade conditioned in Math. |
| Sanders, Sarah..... | Hagood, S. C. Hagood High School 10th Grade. |

- Sawyer, Lila.....Ward, S. C.
Johnston High School 11th Grade.
- Shirley, Mamie.....Belton, S. C.
Belton High School 10th Grade.
- Smith, Pauline.....Anderson, S. C.
Saluda High School, N. C., 10th Grade.
- Strickland, Annie Belle.....Pelzer, S. C.
West Pelzer High School 10th Grade.
- Sullivan, Emily.....Anderson, S. C.
Anderson College Preparatory.
- Watkins, Etta.....Belton, S. C.
Belton High School 10th Grade.
- Whitlock, Melle.....Jonesville, S. C.
Jonesville High School 10th Grade.
- Wright, Mildred.....Piedmont, S. C.
White Plains High School 10th Grade.

ALUMNAE ASSOCIATION

Officers

President

MARGARET CLINKSCALES.....Honea Path, S. C.

Secretary and Treasurer

LUCILE BURRISS.....Anderson, S. C.

CLASS 1913

EXPRESSION

Ethel Knight.....Luverne, Ala.

CLASS 1914

BACHELOR OF ARTS

Lucile BurrissAnderson, S. C.

Marie Elms.....North Wilksboro, N. C.

Leota GeorgeBelton, S. C.

Ethel Knight.....Luverne, Ala.

PIANOFORTE

Jeanette AikenCentral, S. C.

Mrs. R. E. Watkins.....Pendleton, S. C.

Kate RobinsonLowell, N. C.

Miriam WeeksAiken, S. C.

EXPRESSION

Marie Elms.....North Wilksboro, N. C.

CLASS 1915

BACHELOR OF ARTS

Margaret Clinkscales.....Honea Path, S. C.

Hettie JacksonStarr, S. C.

Elizabeth Lawrence.....Duluth, Minn.

Esther Joy Lawrence.....Duluth, Minn.

Leathy WillifordAnderson, S. C.

BACHELOR OF SCIENCE

Willie Sullivan.....Honea Path, S. C.

CLASS 1916

BACHELOR OF ARTS

Margaret Clinkscales.....South Carolina
Hettie Jackson.....South Carolina
Elizabeth LawrenceMinnesota
Esther Joy Lawrence.....Minnesota
Una Pettigrew.....South Carolina
Willie Sullivan.....South Carolina
Lethea Williford.....South Carolina

